INTERMEDIATE ENGLISH

3

Student's Book

AMADEKAR

Ev pirtûk ji aliyê Komîteya Ingilîzî ve hatiye amadekirin.

LÊVEGER

- Komîteya Şopandinê
- Komîteya Fotoşopê
- Komîteya Redekteyê

Ev pirtûk ji aliyê Saziya Minhacan ve, wek pirtûka wanedayînê, ji bo dibistanan hatiye pejirandin.

Contents

Unit 1: How Embarrassing! 7

Unit 2: The Farm 13

Unit 3: Forests... 19

Unit 4: Smoking... 25

Unit 5: The Museum..................................... 29

Unit 6: Nature Reserves................................ 35

Unit 7: New York vs. London 43

Unit 8: Camping 51

Unit 9: The Food Chain................................. 57

Unit 10: Car Crash! 63

Unit 11: The Power of Nature: Volcanoes 71

Unit 12: Historic Sites................................... 77

Unit 13: Types of Intelligence 83

Unit 14: Famous Writers 89

UNIT 1

How Embarrassing!

The Boy on the Train

One time, I was riding the train and saw a new friend from school. He was a new student from another town, so I wanted him to feel welcome. I greeted him warmly and took his arm. "Hi, my friend! It's so good to see you. Please come and have dinner with me," I said. We got off the train and walked home.

He looked a bit uncomfortable, but I thought that he may just be nervous to be in a new place. He didn't speak much, but quietly nodded when I spoke about school. After a while, my twin brother came home from football practice. "Who is this?" he asked.

"Don't you recognize him? This is Ahmed, the new student at our school." I said.

My brother put his head in his hands. "This isn't Ahmed! I just went to football practice with Ahmed. This is someone else." I looked at the person I had thought was Ahmed, and his face was bright red. "Oh my goodness. I am so embarrassed. Why didn't you say anything?" I asked.

"I was embarrassed too! I thought that you were an old friend that I didn't recognize. That's why I didn't say anything." he said.

Though it was an embarrassing situation, it had a happy ending. He and I are still friends to this day, and we laugh when we tell the story of how we met to our other friends.

At the Party

Once, I went to my friend's birthday party. It was at a very fancy restaurant. The waiter brought us some juice. When he handed me the juice, I dropped it and spilled it all over myself! I was wearing my brand new white suit. I had to walk around with a big purple stain on the front of my suit. Everyone laughed at me when they saw it. It was so embarrassing!

Luckily, my friend saw me. She also laughed, but she felt sorry for me. She called her brother, who brought me a new suit to wear. She helped me out of my embarrassing situation. Everyone may laugh **at** you when you are embarrassed, but a true friend will laugh **with** you and help you.

- Talk with your friends. Have any of these embarrassing moments happened to them? What did they do?

- Falling over in public
- Waving to a stranger thinking they are your friend
- Ripping your clothes
- Calling your male teacher "miss"
- Having food stuck in your teeth
- Having pen marks on your face
- Calling someone the wrong name
- Using the wrong phrase in English

Punctuation

Punctuation is the use of symbols, such as periods or commas, to divide words into sentences or clauses. There are ten types of punctuation marks:

- period: **.**
- comma: **,**
- exclamation mark: **!**
- question mark: **?**
- colon: **:**
- semicolon: **;**
- quotation mark: **" "**
- apostrophe: **'**
- hyphen, or dash: **-**
- parentheses: **( )**

Helin: Hi, Layla. What are you doing in the hallway? We have class right now.

Layla: I can't go to class. I'm so embarrassed!

Helin: What happened?

Layla: I just noticed that my shoes don't match! I was getting dressed in the dark. I couldn't see my shoes. Look! One is blue and one is yellow!

Helin: It's not a problem, Layla! It happens to everyone. Here, we will make a joke out of it: give me one of your shoes. We will switch shoes; then we will both have mismatched shoes!

Layla: Really? You would do that for me?

Helin: Of course. That's what friends are for.

UNIT 2

The Farm

Vocabulary List

barn (n): a large farm building used for storing crops or housing animals

plow (n): a large farming tool with several blades, used to dig up the earth before planting seeds

mule (n): the offspring of a male donkey and a female horse, often used for difficult work like carrying heavy loads

crop (n): a plant that is grown on a large scale, like wheat or vegetables

wool (n): the hair of sheep or goats

lantern (n): a lamp with a glass case that protects the flame inside, used for light

bucket (n): a round container with a handle, used to carry water or other liquids

The Farm: Then and Now

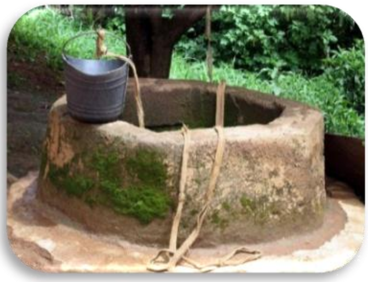
I grew up on a farm. This farm has been in my family for generations. It belonged to my grandparents, and their grandparents lived on it too. When I was younger, life on the farm was very simple. We grew onions and cabbages. We only had mules and plows to dig up the earth. We had some sheep for wool and meat, and raised chickens for their meat and eggs. We woke up before the sunrise and worked until sunset. It was very hard and slow work.

Our house was also very simple. It was made of mud and straw. We took our water from the well with a bucket. There was no electricity in our house. For light, we had to use lanterns. We cooked all of our bread ourselves in a clay oven, and cooked our meals on an open fire.

A lot has changed on the farm since I was young. Now, instead of mules, tractors pull our plows. They can plow a field in less than half the time than a mule can. We sell most of our crops instead of eating them ourselves. We have warm barns for our animals so they are not cold in the winter. The work is still difficult, but it is much easier and faster.

We built a new house out of iron and cement. It has electricity, and we use an electric pump to get water from the well. We buy a lot of things in town now, like bread. We also have a gas stove to cook our meals. A lot of things have changed and I live in the city now, but sometimes I still miss the old farm.

plow (modern)



well

barn

mule

bucket

lantern

- Discuss the following with your friends.

- Do you live on a farm? If not, have you ever been to a farm?
- Where is the farm? What did you see? What plants and animals do they have there?
- What crops are farmed in your country? What animals do farmers raise?
- Would you like to be a farmer? If you were a farmer, what would you like to grow or raise?

Contractions

Contractions are words made by shortening and combining two words.

Examples:

- cannot = can't
- will not = won't
- you are = you're
- I am = I'm

UNIT 3

Forests

Vocabulary List

deciduous (adj): a tree that loses its leaves in the autumn

evergreen (adj): a tree that stays green all year

sapling (n): a young tree

bush (n): a wide, short, leafy plant, smaller than a tree

moss (n): a flowerless green plant that grows like a carpet on the ground

hibernate (v): to spend the winter sleeping

Deciduous forests have trees that lose their leaves in the fall. They have four layers to them – older, taller trees, smaller trees like saplings, bushes, and the ground layer. The ground layer includes plants like moss. Some forests are evergreen. Their trees stay green all year.

The leaves of these trees are often like small needles. Pine trees are a type of evergreen tree.

Many plants and animals live in the forest. Some animals, like bears, hibernate in the winter. They gather food during the autumn and spend the whole winter sleeping underground.

Forests are not just beautiful to look at. They provide many important things for humans. They give us wood for fuel and clean the air from pollution. Some forests have trees which are hundreds of meters tall and thousands of years old.

I'm a moose. I live in an evergreen forest, which means the trees are green all year, even when it snows. The winters here are long and cold.

I'm a saltwater crocodile. I live in a mangrove forest. Mangrove trees are unique – they grow in salt water. Their roots can be 5 meters long and are home to many fish.

I'm a parrot. I live in the tropical rainforest. Rainforests are the rainiest places on earth. Half of earth's animals live in the rainforest!

- Discuss the following with your friends.

- Have you been to a forest? Where was it? Describe it.
- What are some of the different types of forests in the world? Describe them.
- What benefits do forests give us?
- What do you think would happen if all of the forests disappeared?

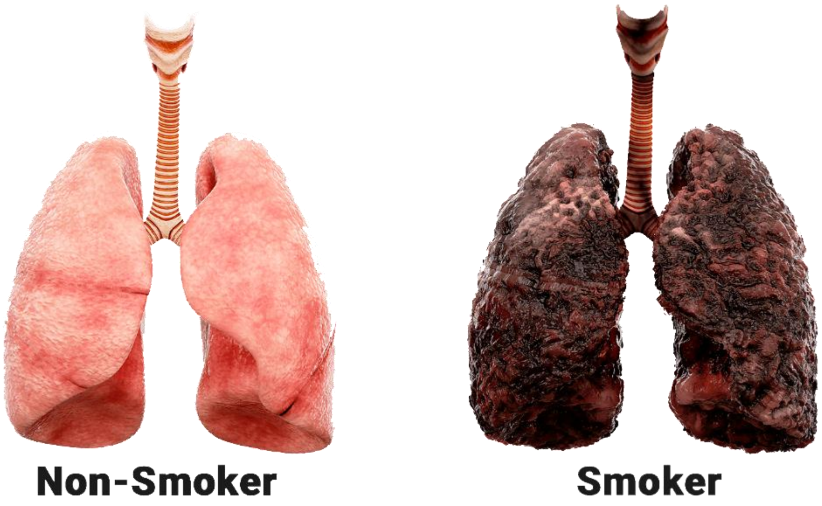
Prepositions: At, In, On, For, To

Examples:

- We will meet **at** noon.
- She looked me directly **in** the eyes.
- My mother put her keys **on** the table.
- I went **to** Greece last week.
- Nujin asked **for** a cup of coffee.

UNIT 4

Smoking



Hiba: Are you smoking a cigarette? Gross! You shouldn't smoke.

Hejar: Why not? Smoking isn't that bad. My parents smoke too.

Hiba: Smoking is very bad for you. It can cause heart disease, high blood pressure, and cancer. It can kill you! It also dulls your sense of taste and smell, and makes your teeth fall out.

Hejar: So what? Smoking only affects me. I'm not hurting anyone else.

Hiba: That's not true. When you smoke, you are not just hurting yourself. You are hurting other people too. When your friends and family breathe in your smoke, it harms them. It is especially dangerous for little children.

Hejar: Oh. Well, if my family all smokes, it's not a problem then.

Hiba: But smoking also harms the environment. It makes our air unclean, and there are billions of cigarettes on the ground. This makes our streets dirty.

Hejar: Oh…I didn't know that. Maybe I should stop. But it is difficult.

Hiba: If you don't have the willpower to stop, just remember this: with all of the money you spend on cigarettes in a year, you could buy a very nice laptop instead! You should tell your family to stop smoking too. It is easier if you all quit smoking together.

Cigarettes contain thousands of chemicals. Many of these are known to cause cancer.

On average, smokers die ten years earlier than nonsmokers.

Smoking is the leading cause of preventable death in the world.

Smoking kills more than 7 million people a year. 890,000 of those deaths are from secondhand smoke.

Argilah, or water pipes, are just as dangerous as cigarettes.

Almost half of children breathe in cigarette smoke in public places.

- Discuss the following with your friends.

- Why do you think people smoke?
- Does it bother you when other people smoke around you?
- Is it normal to see people smoking in films, TV shows, or commercials?
- Do films and TV shows make smoking look cool? Do they talk about the dangers of smoking?
- Do you think it is difficult to quit smoking?

Imperative Sentences

Imperative sentences are sentences which make a command or request.

Examples:

- **Close** the door.
- Please, **come** in.

UNIT 5

The Museum

Vocabulary List

sculpture (n): a three-dimensional art form made by stone, wood, or metal; a statue

mosaic (n): a picture made by putting small pieces of stone or tile together

artifact (n): an object made by a human being, usually one of cultural or historic value

tomb (n): a large and usually underground grave

synagogue (n): a place of worship for Jews

ancient (adj): from the very distant past and no longer in existence

Neolithic (adj): relating to the Stone Age, a time before written history when tools were made of stone, wood, and bone (8000 B.C.

A museum is a place that stores and shows **artifacts** of artistic, cultural, scientific, or historic value. Museums educate the public and help researchers with their work. There are many different types of museums, including art museums, science museums, war museums, and children's museums.

There are many museums in the world. The biggest and most-visited museums are in this table:

Name	**Location**	**Type**
The Louvre	Paris, France	Art, Culture and History
National Museum of China	Beijing, China	Art and History
National Air and Space Museum	Washington, DC, USA	Air and Space
Metropolitan Museum of Art	New York City, USA	Art
Vatican Museums	Vatican City, Rome, Italy	Art and History
British Museum	London, UK	Art and History
National Museum of Damascus	Damascus, Syria	History

The National Museum of Damascus

Last summer, my family and I went to Damascus for vacation. We visited al-Hamadiyah Market, the Citadel of Damascus, and the Umayyad Mosque. But my favorite activity was when we went to the National Museum of Damascus. My father took me because he knows that I love learning about history. The museum was amazing. The oldest **artifacts** were skeletons from the **Neolithic** period.

There are also hundreds of **ancient** tablets. They had a **tomb** from Palmyra from the year 108!

Inside the museum, they rebuilt the Dura-Europos **Synagogue** from the year 245. They took the entire building, piece by piece, from Deir ez-Zorr and rebuilt it inside the museum! They also have Greek and Roman **mosaics**, **sculptures**, coins, and jewelry.

- Discuss the following with your friends.

- Have you ever visited a museum? Which museum? What did you see?
- What kind of museum would you like to visit?
- Would you like to work in a museum?
- Do you think museums should be free to enter?
- If you opened a museum, what would you put in it and what would you call it?

Present Perfect Tense

Present perfect tense shows a link between the present and the past. It refers to a non-specific time **before now.**

Form:

Subject + have/has + Verb (3) (past participle) + Complement

Examples:

- She **has driven** the same car for years.
- The football team **has won** six matches.

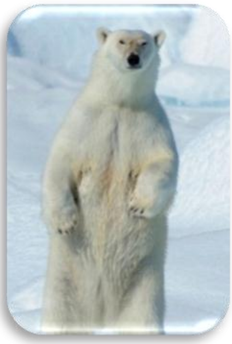
UNIT 6

Nature Reserves

Nature Reserve

A nature reserve is an area set aside to protect animals, plants, or both. Endangered animals are often kept in nature reserves to keep them safe from hunting and habitat destruction. There are nature reserves in the Americas, Europe, Africa, Asia, and the Middle East.

Oftentimes, these areas have special laws. People cannot live or hunt in these areas, and cannot change the landscape by cutting down trees or building things there.



Northeast Greenland National Park in **Greenland** is the world's largest nature reserve – it protects 972,000 square kilometers! Polar bears, walruses, foxes, and oxen live on its land, and seals and whales live in the sea off the coast of the park.

The **Great Barrier Reef** in **Australia** is the world's largest coral reef. Over 1,500 species of fish live here. Many endangered animals, like green sea turtles, stingrays, and seahorses also live in the reef. Sadly, because of climate change, the ocean is getting warmer, and large sections of the reef are dying.

The **Kavango-Zambezi Transfrontier Conservation Area** is a massive nature reserve that sits in five African countries – **Angola, Botswana, Namibia, Zambia,** and **Zimbabwe.** Its forests and grasslands are home to animals like elephants, lions, cheetahs, and crocodiles.

walrus

cheetah

seal

ox

stingray

seahorse

- Answer the questions in your notebook.

1. What is the largest nature reserve in the world?

2. What animals live in Northeast Greenland National Park?

3. How many species of fish live in the Great Barrier Reef?

4. Why is the Great Barrier Reef dying?

5. In which countries does the Kavango-Zambezi Transfrontier Conservation Area lie?

6. What animals live in the Kavango-Zambezi Transfrontier Conservation Area?

- Discuss the following with your friends.

- Why do we have nature reserves?

- Do you have nature reserves where you live? What plants and animals live there?

- Have you been to a nature reserve? Where was it? What did you see there?

- If you could create a nature reserve in your country, where would it be? Could people hunt or live there? Why or why not?

Present Perfect Tense

Present perfect tense shows a link between the present and the past. It refers to a non-specific time **before now.**

Interrogative Form:

1. Have/has + Subject + Verb (3) + Complement + ?
2. Question word + have/has + Subject + Verb (3) + Complement + ?

Examples:

- **Has** John **seen** the film?
- What **have** they **bought** at the store?

Negative Form:

Subject + have/has + not + Verb (3) + Complement

Examples:

- He **has not been** to China.
- The workers **have not returned** to work yet.

UNIT 7

New York vs. London

Vocabulary List

chime (v): when a bell or a clock makes a ringing sound, usually to tell the time

iconic (adj): very famous or popular, representing a particular time or place

skyscraper (n): a tall building with many floors, usually more than 150 meters tall

coast (n): part of the land which sits on the sea

settlement (n): a place, usually one where people do not already live, where people start a community

immigrant (n): a person who comes to live permanently in a foreign country

nickname (n): a familiar or funny name given to a person or thing

marvel (v): to be filled with wonder or astonishment; to be amazed

Almost everyone in the world has heard of New York City. It is the biggest city in the United States. 8.6 million people live there. It is located in the state of New York, on the east **coast** of the U.S.

The city was founded in 1625, when the Dutch built a small **settlement** on Manhattan Island. It used to be called "New Amsterdam". In 1664, the Dutch gave New Amsterdam to the English, who renamed it "New York".

The Statue of Liberty sits on an island outside of the city. When millions of **immigrants** came to the United States in the 20th century, the first thing they saw was the Statue of Liberty. The statue was a gift from France in 1886.

New York City is a very lively city. Its **nickname** is "The City That Never Sleeps". There are many things to do in New York City, from seeing a theater show on Broadway to **marveling** at the lights of Times Square. It is also modern – New York City has more than 270 **skyscrapers** that are over 150 meters tall.

London is the capital of the United Kingdom. Just over 8 million people live there. It is the largest city not just in the UK, but in the European Union as well.

London is a very old city. The Romans founded the city in the year 50. The city changed hands many times, from the Romans, to the Anglo-Saxons, to the Vikings.

The Thames River flows through the city. There are many historical buildings, like the Palace of Westminster, where British Parliament meets. The Big Ben clock tower sits on top of the palace, and **chimes** every 15 minutes to tell Londoners the time.

London has some unique cultural symbols. Their buses, called "double-deckers", are bright red and have two levels. On the streets, you can find the **iconic** red telephone boxes. Some were built as long ago as the 1920s.

Chat

To: **Kyle Gupta, Mia Williams**

Kyle: I don't like my school uniform at all. What does your school uniform look like?

Mia: We don't have uniforms at school here in the US. We can wear our own clothes. But I don't like the school bus. It takes so long to get to school! What about your buses?

Kyle: We don't have school buses here in London. I take the train to school. It only takes ten minutes.

Mia: That sounds so nice. It is so difficult to choose which clubs to join after school! I cannot choose between Biology Club, Debate Team, Math Club, Theater, Electronics Club, Soccer, or Volleyball!

Kyle: Wow! We don't have that many after-school activities in my school. I just play cricket.

Mia: It is nice to have so many activities to choose from. When I go to high school next year, there will be even more activities. I have finished elementary and middle school, and I am excited for high school. Is it the same in your school?

Kyle: Here, we only have primary and secondary school.

- Discuss the following with your friends.

- Would you rather visit New York or London? Why?
- What are the differences between New York and London?
- What are the similarities between New York and London?
- Why do you think they call New York "the city that never sleeps"?

- Pick two cities that you know. Write a paragraph comparing the two cities in your notebook.

Stative Verbs

Some verbs are not usually used in the continuous form, even when talking about temporary situations. These are **stative verbs.**

Examples:

- I ~~am believing~~ **believe** her.
- She ~~is knowing~~ **knows** what to do.

UNIT 8

Camping

Vocabulary List

hike (v): to walk for a long distance

flashlight (n): a handheld electric light

compass (n): an instrument that shows where the north is

campsite (n): a place used for camping

campfire (n): an open-air fire in a camp, used for cooking and as a center for social activity

sleeping bag (n): a warm bag to sleep in while camping

wildlife (n): the wild animals that live in an area

One day Sam’s parents said, “Let's go camping!”

“I don’t want to go camping. It’s very dark! It’s very cold! There could be wild animals!” said Sam.

“Hey, Sam! Don't worry. Your mother and I are great campers. We promise you we’ll have lots of fun!” his father assured him.

Sam’s family arrived at the forest. They **hiked** through the forest to the **campsite**. Sam's father used a map and a **compass** to find the perfect place.

When they arrived at the campsite, they saw the **wildlife**. Sam watched the squirrels climb the trees and saw the birds fly to their nests. He helped his father put up the tent. He enjoyed setting it up.

When the sun set, Sam's father lit the

campfire. They cooked dinner and sang songs around the fire.

The family spent the night in the tent. Sam's father read stories by **flashlight**. When they got tired, they unrolled their **sleeping bags** and slept.

The next day, when Sam woke up, his mother and father told him that it was time for them to leave. But Sam didn't want to go home. Sam's parents were glad to hear that. "We will plan another camping trip next month." they replied. Sam was already looking forward to it.

- Discuss the following with your friends.

- Where is the best place to go camping?
- What should you bring with you while camping?
- What is the best food to bring on a camping trip?
- What are the best activities to do while camping?
- Tell a story about a camping trip (it doesn't have to be your story).

Possessive Pronouns

Possessive pronouns show a relationship of belonging. There are two types: possessive pronouns and possessive determiners.

Possessive pronouns:

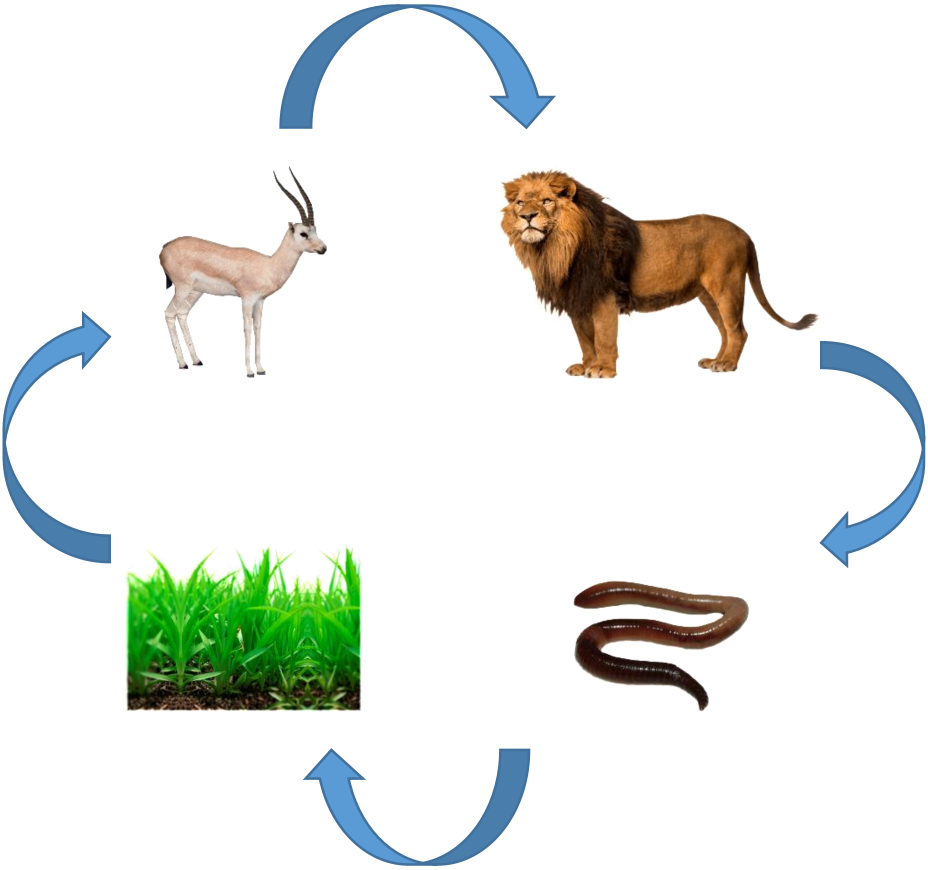
- That is **my** hat.
- He is **her** brother.

Possessive determiners:

- Whose hat is that? It is **mine.**
- Whose brother is he? He is **hers.**

UNIT 9

The Food Chain



Vocabulary List

herbivore (n): an animal that only eats plants

carnivore (n): an animal that only eats other animals

omnivore (n): an animal that eats both plants and other animals

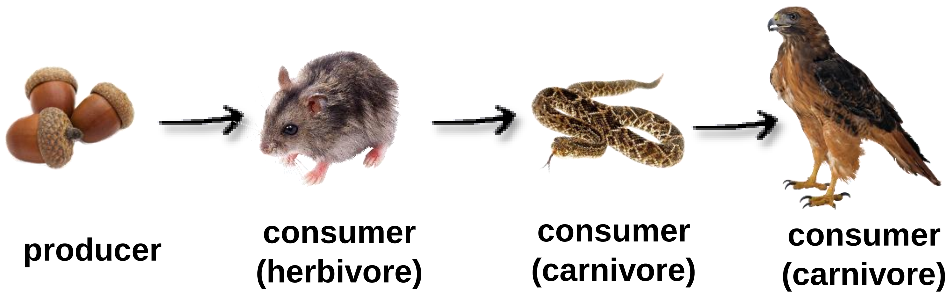
producer (n): a living thing that creates its own energy

consumer (n): a living thing that gets its energy from eating other living things

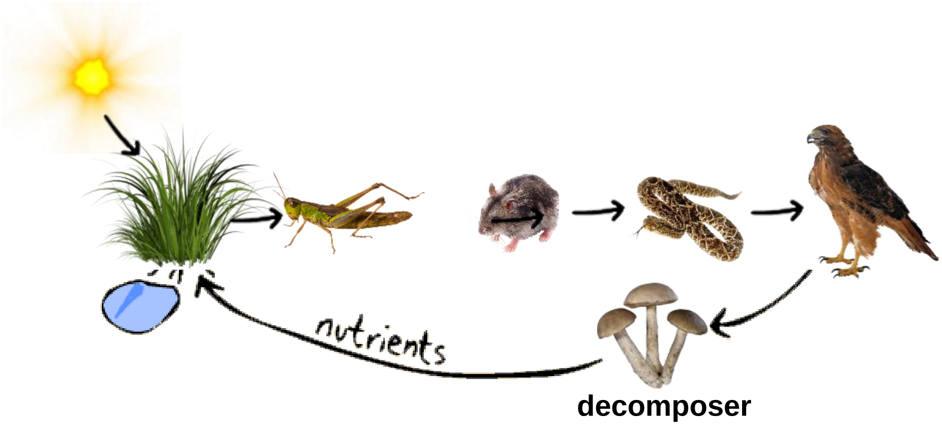
decomposer (n): a living thing that breaks down dead plants and animals

Every living thing needs energy in order to live. Every time animals do something (run, jump) they use energy to do so. Animals get energy from the food they eat, and all living things get energy from food. Plants use sunlight, water and nutrients to get energy. Living beings need energy to grow.

A food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature. Food chains begin with plants, and end with animals. Some animals, called **herbivores**, eat plants; some animals, called **carnivores**, eat other animals. Humans eat both animals and plants. They are **omnivores**.



There are three types of living things in the food chain: **producers, consumers,** and **decomposers**. **Producers** make their own food from light, water, and soil. Green plants like trees and grass are producers. **Consumers** eat other living things. Ants, snakes, rabbits, and humans are consumers. **Decomposers** break down dead animals. They turn the dead animals into nutrients, and spread the nutrients into the soil. Mushrooms, worms, and bacteria are decomposers.



When an animal dies, its body breaks down, a process called decomposition. Decomposers, like mushrooms or bacteria, eat dead animals. They turn these dead animals into nutrients and release them into the soil. Then plants grow in this soil, and the cycle begins again.

Past Perfect Tense

Past perfect tense refers to a time **earlier than before now.** It is used to make clear that one event happened before another in the past.

Form:

Subject + had + Verb (3) (past participle) + Complement

Examples:

- She **had woken up** at six o'clock.
- Sama **had found** three of the kittens so far.

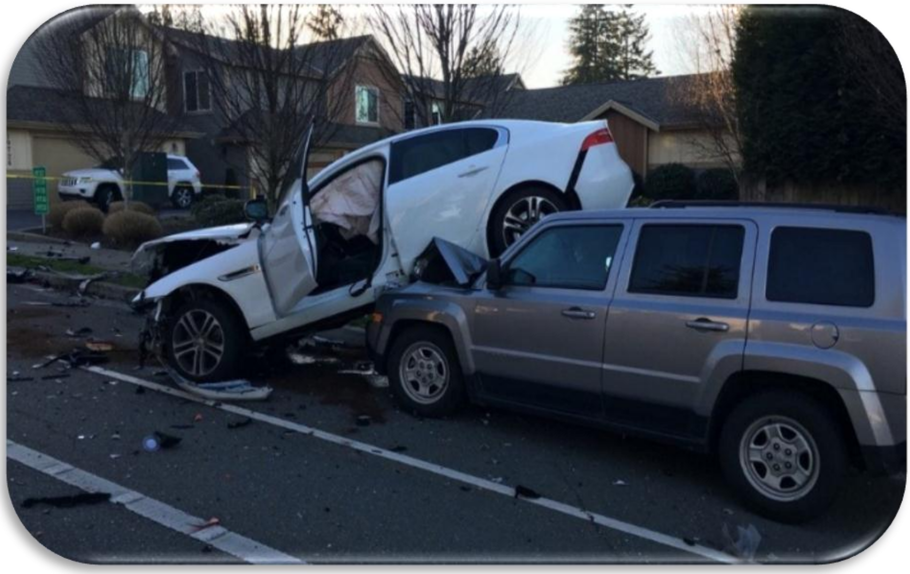
Herbivores

Carnivores

Omnivores

UNIT 10

Car Crash!



Vocabulary List

car accident (n): when a car hits an object, a person, or another car; also called a "car crash"

tailgating (v): driving too closely behind another car

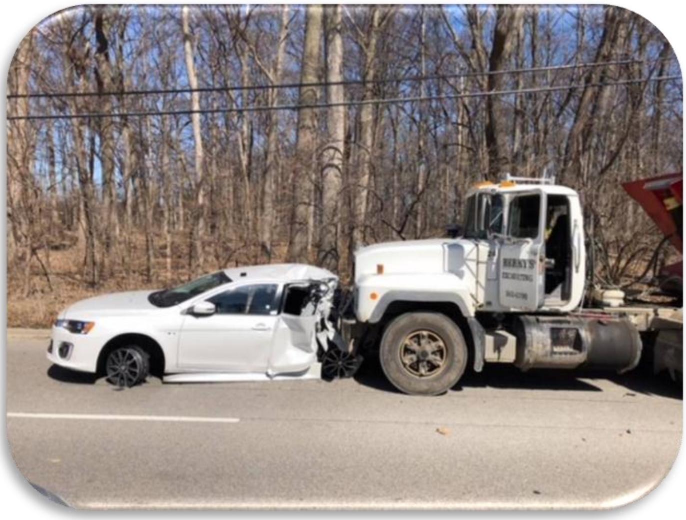
hit-and-run (n): when a car does not stop after an accident, but leaves the area

rear-end (v): to crash into the back of a car

totaled (adj): something that is damaged beyond repair

speeding (v): moving quickly

tow truck (n): a truck used to move totaled cars or cars that don't work



While I was walking to school today, I saw a **car crash** in the street. A big truck was speeding. It was driving too fast. It was also **tailgating** the small car in front of it, and following way too close. When the car in front slowed down, the truck in the back **rear-ended** it. There was a loud noise and both cars stopped. However, the truck driver did not stop for long – to my surprise, he backed up and drove away as fast as he could! It was a **hit-and-run**!

The driver of the small car was not hurt, but he was very upset. His car was **totaled** – it could not be fixed. While he waited for the **tow truck**, the traffic police chased the truck driver. The traffic police asked if I saw what had happened. I went with them to the police station and told them what I saw. They finally caught the truck driver outside of town and brought him to the police station. He was very ashamed that he had run away. He finally agreed to pay for the damage he had done.

If you are in an accident or see an accident….

- Get help. Call the traffic police.
- Don't leave the scene of the accident. Stay where you are until the police tell you it is okay to leave.
- Make sure everyone is okay. If someone is hurt, call for an ambulance.
- Don't try to move injured people. You could end up hurting them more.

Unsafe driving: the following things can cause car accidents…

- Speeding
- Sending text messages or looking at a phone screen while driving
- Tailgating
- Driving while tired
- Distracted driving. Pay attention to the road!

- Discuss the following with your friends.

- Have you ever seen a car accident? Describe it.
- Have you ever been *in* a car accident? Were you hurt?
- Do you think talking on mobile phones can cause car accidents?
- What would you do if you were in a car and the driver was texting on their mobile phone?
- Do you wear your seatbelt when you ride in a car? Why or why not?

Past Perfect Tense

Past perfect tense refers to a time **earlier than before now.** It is used to make clear that one event happened before another in the past.

Interrogative Form:

1. Had + Subject + Verb (3) + Complement + ?
2. Question word + had + Subject + Verb (3) + Complement + ?

Examples:

- **Had** Summer already **seen** you?
- Why **had** they **stopped** the car?

Negative Form:

Subject + had not + Verb (3) + Complement

Examples:

- I **had not slept** for five minutes when you called.
- She **had not asked** for permission.

UNIT 11

The Power of Nature: Volcanoes

Vocabulary List

Magma (n): hot liquid rock under the earth

Lava (n): hot liquid rock that has exited the earth

Ash (n): the grey powder left behind after something is burned

Erupt (v): when a volcano explodes

Tectonic plate (n): large pieces of solid rock that make up the earth's surface

Dormant (adj): temporarily inactive, asleep

Extinct (adj): of a volcano, not having erupted in recorded history

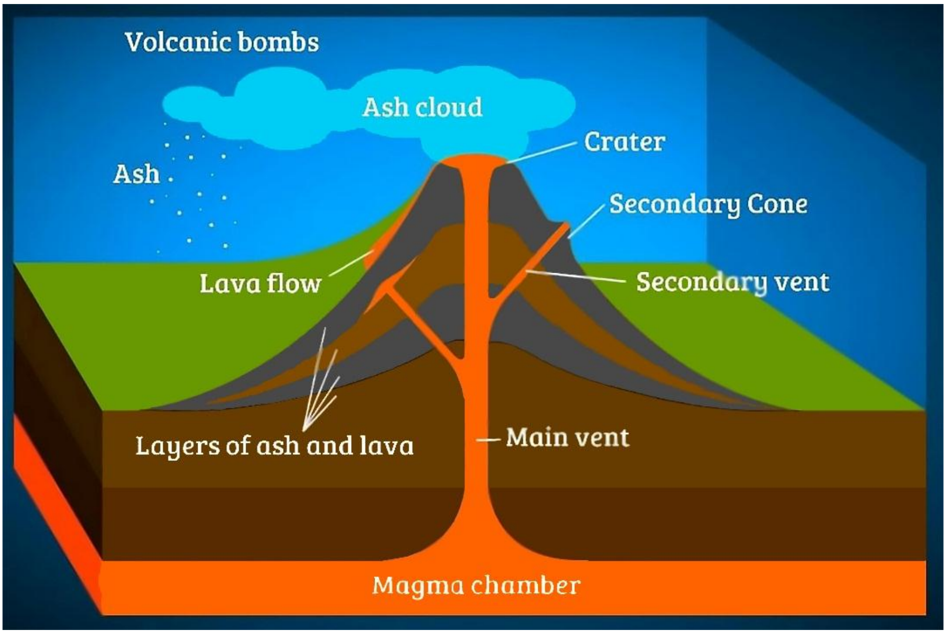
The volcano is one of the most powerful forces of nature. A volcano is an opening in the earth through which gas, **magma**, and **ash** escapes. Volcanoes usually sit on **tectonic plates**, which are pieces of the Earth that fit together like a puzzle. When these plates move, magma comes to the surface, and the volcano **erupts**.

Magma is the hot liquid rock inside the volcano. Once it leaves the ground, it is called **lava.** Lava can be as hot as 1,250°C! It burns everything in its path.

Volcanoes can be **active, dormant,** or **extinct.** An **active** volcano is one that is currently erupting. A **dormant** volcano is one that is currently silent, but may erupt in the future. An **extinct** volcano is one that has not erupted in so long, that it will probably never be active again. There are more than a thousand active volcanoes on earth, and there are even some volcanoes in the ocean, too.

- Discuss the following questions.

- What is the difference between an active, dormant, or extinct volcano?
- What is the difference between magma and lava?
- Do you know of any volcanoes in your country? Are they active, dormant, or extinct?
- Have you ever seen a volcano erupt on the news? Where was it? Was anyone injured or killed?



Relative Clause

A relative clause is a part of a sentence that is not needed. It adds meaning, but if it is removed from the sentence, the sentence still makes sense.

Examples:

- The woman **who visited me in the hospital** was very kind.
- Ahmed Khani, **who is one of the most famous Kurdish writers**, was born in Hakkari.

UNIT 12

Historic Sites

There are many historic sites in Syria. Syria has thousands of years of history, and many civilizations throughout history made Syria their home. In Syria, you can find historic places from the time of the Medians, Romans, and Ottomans. Sites like **Urkesh**, **Ja'bar Castle**, and **Palmyra** tell the story of our country's colorful history.

Ain Dara Temple is near Afrin. It is very old - its construction began around 1300 B.C. We don't know why the temple was built, but we know that it was used for over 500 years, until 740 B.C. In 1955, someone discovered a huge stone lion from the temple. The walls of the temple are carved with beautiful art, showing lions, angels, palm trees, and other complex designs. There are giant footprints carved in front of the door to the temple.

The Dos and Don'ts of Visiting Historic Sites

- **Don't** touch the buildings or artifacts. You could break them. The oil from your skin can also damage paintings and other fragile items.
- **Do** take photographs if they are allowed. Photographs are the best souvenir you can take from a visit to an historic site.
- **Don't** pick up any items you find on the ground. If you see something you think might be historic, tell a teacher or an adult. Never bring any artifacts home with you.
- **Do** ask questions. If you're not sure of the rules, ask a teacher. They can also answer your questions about the history of the site.
- **Don't** cross any lines or go somewhere you are not allowed. Do not climb or walk on ancient sites.

Tel Halaf

Malva: Hi, Rula. I did not see you at school this morning.

Rula: That's because our history class went on a field trip.

Malva: Where did you go?

Rula: We went to the historic site of Nawar. It's near Hasakeh. It is called Tell Brak now.

Malva: It must be hundreds of years old.

Rula: Actually, it is thousands of years old. The first settlement there was from 6500 B.C.

Malva: Wow! That is old. Who lived there?

Rula: Many different people lived there over thousands of years. Ancient tribes like the Hurrians and Akkadians lived there. It was destroyed in 1300 B.C., and from then on, it was empty. No one has lived on the hill since.

Malva: Did you see a lot of artifacts there?

Rula: No. Most of the artifacts are in museums in Europe now.

- Discuss the following with your friends.

- Is history important to you?
- Have you ever found something historic? What should we do if we find something historic?
- Why should we protect historic sites?
- Have you ever been to an historic site? Where was it? What did you see?

Urkesh

Ability Verbs

Ability verbs are used to talk about if someone is able to do something.

Present Tense:

Can/Can't

Examples:

- I **can** speak English.
- We **can't** climb that – it's too high.

Future Tense:

will be able to/won't be able to

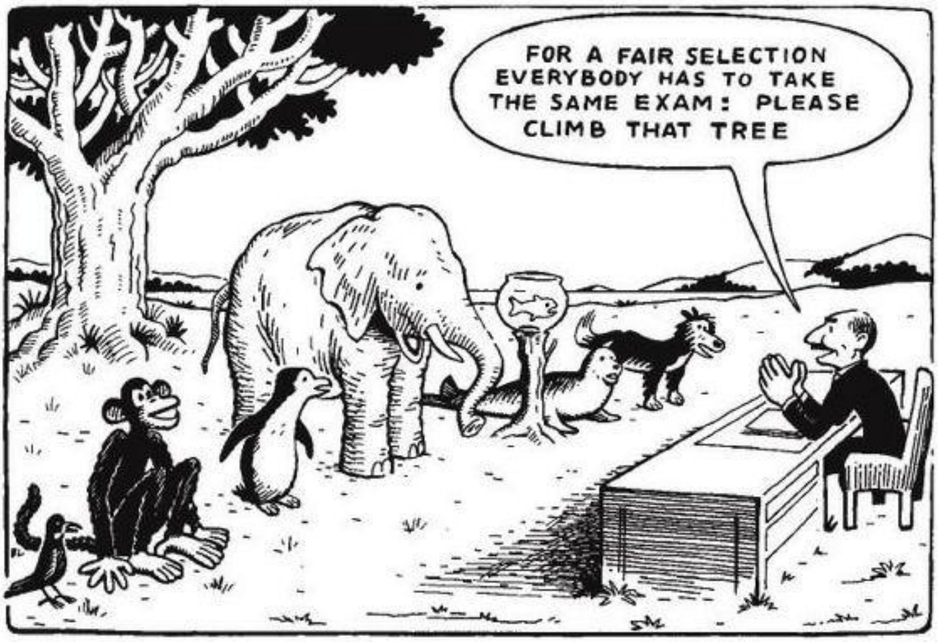
can/can't

Examples:

- I **will be able to** lift fifty kilograms by next year.
- Dijwar **can** help you fix your phone tomorrow.

UNIT 13

Types of Intelligence



“If you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

What makes someone smart? Maybe they can solve a math problem quickly, or read difficult books. Sometimes, if people cannot do these things, they think they are not smart. However, there are many different types of intelligence, and not all of them have to do with reading or math. Do you remember Albert Einstein? Because he did not learn in a traditional way, his teachers called him stupid and said he could never learn. But Einstein simply learned in a different way than everyone else.

In 1999, Dr. Howard Gardner wrote a theory that said there are actually eight different types of "intelligence":

1. **Linguistic/Verbal,** or "word smart". These people are very good at understanding language. They are often good at speaking and reading books. They work well in the classroom.
2. **Math/Logical,** or "number smart". These people are good at solving equations and math problems.
3. **Spatial,** or "picture smart". They learn by seeing. They like to use charts, maps, puzzles, and graphs to learn about things.
4. **Body/Kinesthetic,** or "body smart". These people learn best by doing things with their hands. They often become athletes or do hands-on jobs like construction or repair.

5. **Musical,** or "music smart". They are experts on sound. They learn well through songs, poems and rhymes. They are often good at singing or playing instruments.
6. **Interpersonal,** or "people smart". These people understand other people very well. They are outgoing and like to learn with groups or partners.
7. **Intrapersonal,** or "self-smart". These people understand themselves very well. They are connected with their own feelings and ideas. They work at their own speed and like to study alone.
8. **Natural,** or "nature smart". They are very in touch with nature and love the outdoors. They learn best when they are in nature.

Remember, there are many different types of intelligence! Just because you don't do well in certain classes does not mean you're stupid, it just means you learn in a different way.

- Discuss the following with a friend.

- What types of intelligence do you think you have? Why?

- Some people say that there are many intelligent people in the world, but they cannot reach their full potential because they live in a poor country. Do you agree? Why or why not?

Ability Verbs

Ability verbs are used to talk about if someone is able to do something.

Past Tense:

Could/Couldn't

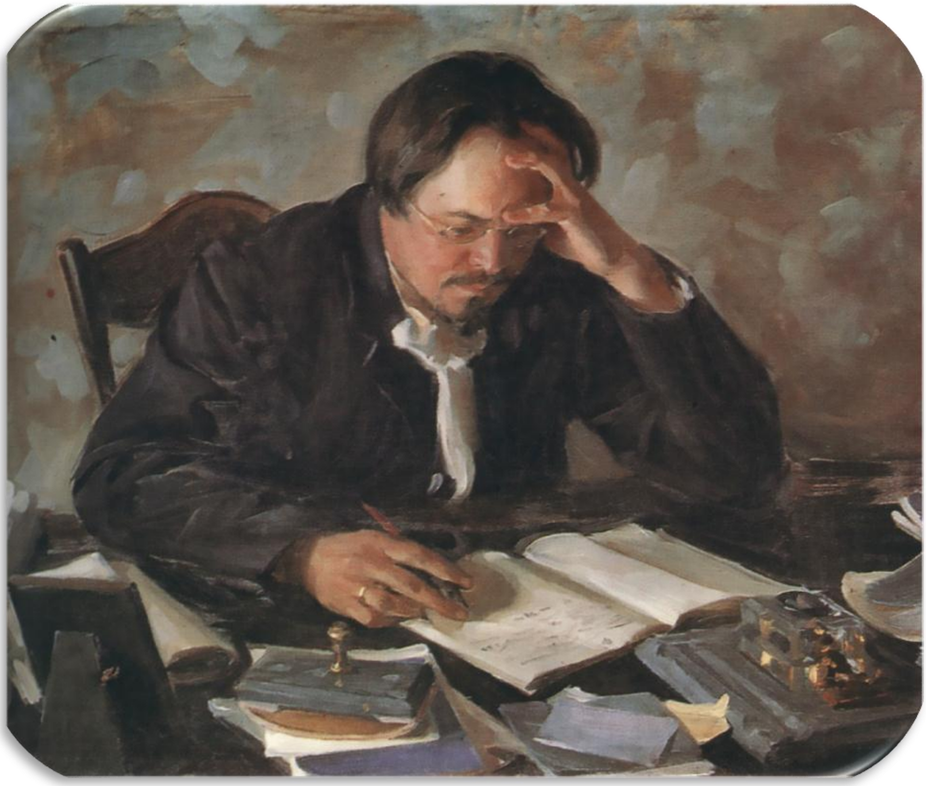
Was able to/Couldn't

Examples:

- I **could swim** when I was eight.
- Zozan **couldn't find** our house.

UNIT 14

Famous Writers



One of the most famous classic Kurdish writers is **Ahmed Khani.** He was born in 1652 in Hakkari. He studied in many Kurdish cities before going to the city of Bayezid. There, he opened a school and taught Kurdish children. Besides Kurdish, he also knew Persian, Arabic, and Turkish.

He wrote an Arabic – Kurdish dictionary, *The Children's Spring*, to help children learn Kurdish. His most famous work was *Mem and Zin*, a classic Kurdish love story that he wrote down for the first time in 1692. He also wrote books on astronomy, geography, and the Islamic faith in Kurdish.

His whole life, he tried to build a foundation for education in the Kurdish language. Sadly, many of his books have been lost. He died in 1707 in Agiri.

Maryana Marrash was a Syrian writer. She was born in 1848 in Aleppo. She came from a Christian family. At a time when girls were usually not allowed to go to school, Maryana's family sent her to school when she was five years old. She also went to an English school in Beirut.

Her father and brothers taught her about Arabic literature. She was fluent in Arabic, English, and French, and could sing and play music beautifully.

In a time where most men could not even read or write, Maryana wrote poems and articles in Arabic. She was the first Syrian woman to publish a collection of poetry, and the first woman to write in daily Arabic-language newspapers. She organized salons - gatherings of famous artists, writers, and philosophers. She died in Aleppo in 1919.

The most famous English writer to ever live was **William Shakespeare**. He was born in 1564 in the English city of Stratford-upon-Avon.

Shakespeare was a playwright - he wrote plays for the theater. He wrote around 40 plays. He also wrote over a hundred poems. His plays were so famous that the king and queen of England went to see them. His most famous plays were *Romeo and Juliet, The Merchant of Venice,* and *Hamlet*.

Shakespeare was not just a brilliant playwright. Many words used in English today were invented by Shakespeare himself! At the time, people thought these words were strange, but now they are used in everyday conversation.

Some words Shakespeare invented include bedroom, manager, uncomfortable, and eventful. He also invented many common idioms used in English today. He spent much of his life in London. He returned to Stratford-upon-Avon and died there in 1616.

- For each statement, write "Khani", "Marrash", or "Shakespeare".

1. Born in Hakkari
2. A playwright
3. Wrote in Arabic-language newspapers
4. Organized salons
5. Wrote over a hundred poems
6. Spoke Arabic, Turkish, Kurdish, and Persian
7. Invented many new words
8. Went to school in Beirut
9. Wrote *Mem and Zin*
10. Died in 1707

Simple Future Tense

Future tense refers to an event happening **after now.** It expresses facts.

Form:

Subject + will + Verb (1) + Complement

Example:

- Ivan **will fly** to Germany tomorrow.

Negative Form:

Subject + will not + Verb (1) + Complement

Example:

- I **will not buy** this car.

Interrogative Form:

1. Will + Subject + Verb (1) + Complement + ?
2. Question Word + will + Subject + Verb (1) + Complement + ?

Examples:

- **Will** you **ride** bikes with me?
- When **will** Rodi **forgive** me?

Lesson Plan Distribution for the Academic Year

The week / The month	The first week	The second week	The third week	The fourth week
September			Unit 1	Unit 2
October	Unit 2	Unit 3	Unit 3	Unit 4
November	Unit 4	Unit 5	Unit 5	Unit 6
December	Unit 6	Unit 7	Unit 7	Unit 8
January	Unit 8	Evaluation	Holiday	Holiday
February	Unit 9	Unit 9	Unit 10	Unit 10
March	Unit 11	Unit 11	Unit 12	Unit 12
April	Unit 13	Unit 13	Unit 14	Unit 14
May	Unit 14	Evaluation		